



HISTORY CURRICULUM

Long-Term Overview

A curriculum for historical competence, confidence, character and lifelong participation.

Park Road Academy uses a carefully sequenced History curriculum as its scheme of work and assessment framework. The curriculum is deliberately sequenced from early understanding of past and present in EYFS to increasingly fluent performance, tactical decision-making, evaluation, leadership and independence by Year 6.

The overview combines National Curriculum entitlement with enrichment, local heritage, cultural capital, careers education, inclusion and sustainable improvement.

CURRICULUM DESIGN

Progressive a carefully sequenced History curriculum curriculum and assessment.

ENRICHMENT

Visits, artefacts, visitors, heritage and community experiences.

CULTURAL CAPITAL

Diverse periods, people, perspectives and real-world experiences.

BRITISH VALUES

Rules, fairness, respect, responsibility and voice.

INCLUSION

Adaptive practice and equitable access with high ambition.

CAREERS

Visible routes into heritage, research, media and education.

SPECIALISTS

Purposeful local history, including museums and heritage partners.

SUSTAINABILITY

Curiosity, critical thinking, responsible resources and lasting capacity.

EYFS FOUNDATIONS Past and present • familiar people • stories • changes Stability • locomotion • object control • spatial awareness • confidence • safe participation	KS1 DISCOVER & COMPARE Living memory • significant people • events • evidence Fundamental movement • simple tactics • games • dance • gymnastics • athletics • OAA	LOWER KS2 CONNECT & EXPLAIN Chronology • ancient societies • sources • causes Technique • combination • tactical understanding • fitness • collaboration • evaluation	UPPER KS2 EVALUATE & INTERPRET Connected periods • arguments • interpretations • legacy Fluency • pressure • strategy • analysis • leadership • officiating • KS3 readiness
INTENT Every pupil develops chronological knowledge, historical curiosity and the ability to ask questions about the past, evaluate evidence and understand change.	IMPLEMENTATION Teachers use sequenced enquiries, timelines, artefacts, stories, visual and written sources, local heritage and carefully modelled historical vocabulary.	IMPACT Pupils remember key people, periods and events; connect historical knowledge; use sources and communicate reasoned explanations.	
INCLUSION Accessible sources, visuals, vocabulary scaffolds and multiple ways to communicate thinking support ambitious learning.	ASSESSMENT Retrieval, questioning, timelines, pupil explanations, source work and enquiry outcomes identify understanding and next steps.	CULTURAL CAPITAL Pupils encounter diverse histories, significant individuals, local heritage, museums and interpretations beyond their own experiences.	

Progression Principles & Historical Strands

What becomes more sophisticated over time

BUILD

Secure past and present, chronology and basic enquiry language.

REVISIT

Return to change, significance, evidence and cause across periods.

CONNECT

Link people, places, events and societies across time.

EVALUATE

Weigh sources and interpretations to justify conclusions.

CHRONOLOGY

Sequence periods • timelines • dates • duration

CAUSE & CONSEQUENCE

Reasons • outcomes • turning points

SIMILARITY & DIFFERENCE

Lives • societies • beliefs • experiences

SOURCES & INTERPRETATIONS

Artefacts • accounts • reliability • viewpoint

HISTORICAL ENQUIRY

Questions • evidence • conclusions

CHANGE & CONTINUITY

What changed • what endured • pace

HISTORICAL SIGNIFICANCE

Why people and events matter

VOCABULARY & COMMUNICATION

Period terms • explanations • arguments

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EYFS Long-Term Curriculum Map

Explore past and present through family, stories, celebrations and familiar experiences.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Who am I? What makes me special?	What do I celebrate?	Can you tell me a tale?	What do you see on the farm?	Who are our helping heroes?	Where shall we travel to?
Reception	Who am I? Who is important to me?	Where will my imagination take me?	Do you want to be a Knight?	Do I want to be a pirate?	—	—

ENRICHMENT Family visitors • Smithills Farm • police officer visit	CAREERS MADE VISIBLE Farmer • Storyteller • Police Officer • Museum Educator	PROGRESSION EMPHASIS Describe past and present through familiar experiences.
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KS1 Long-Term Curriculum Map

Develop chronology, compare past and present and explore significant people and events •

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	—	Who were and are some of the significant people from Greater Manchester and the UK?	—	What was my grandparents' childhood like?	—	Why did the Great Fire of London start?
Year 2	—	How have Victorian inventions influenced our lives today?	—	Who are the famous people who have made an impact on the world?	—	Why were Neil Armstrong and Christopher Columbus brave people?

ENRICHMENT

Grandparent interview • Staircase House • Victorian enquiry

CAREERS MADE VISIBLE

Journalist • Architect • Firefighter • Engineer

PROGRESSION EMPHASIS

Sequence events and compare sources, people and changes.

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LKS2 Long-Term Curriculum Map

Connect periods and societies using historical evidence and explanations.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	—	How did Britain change between the Stone Age and the Iron Age?	—	Why was the Ancient Egyptian civilisation ahead of its time?	—	How has Altrincham changed over time?
Year 4	—	What did the Ancient Greeks bring to the world?	—	How did Britain change between the Iron Age and the end of Roman occupation?	—	How did Manchester grow to be one of the leading cities?

ENRICHMENT

Stone Age Day • Greek Day • Roman Day • local history

CAREERS MADE VISIBLE

Archaeologist • Archivist • Surveyor • Historian

PROGRESSION EMPHASIS

Use evidence to explain societies, causes and legacies.

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UKS2 Long-Term Curriculum Map

Evaluate interpretations and explain complex change, significance and legacy.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	—	How did Britain change between the end of Roman occupation and 1066?	—	Who were the Ancient Mayans and what have we learnt from them?	—	How has crime and punishment changed through the ages?
Year 6	—	Why was the British Empire created and what was its impact on the world?	—	What has been the impact of World Wars 1 and 2 on Britain?	—	What has been the impact of immigration on Britain in the past 100 years?

ENRICHMENT

Viking Day • Crime and Punishment Day • Air Raid Shelters

CAREERS MADE VISIBLE

Museum Curator • Lawyer • Astronomer • Social Worker

PROGRESSION EMPHASIS

Evaluate sources and construct reasoned historical accounts.

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Progression at a Glance

A concise inspection-facing view of increasing sophistication

Progression thread	EYFS	KS1	Lower KS2	Upper KS2 / End Point
Chronology	Before and now	Sequence key events	Place periods on timelines	Connect periods and duration
Enquiry	Ask about familiar people	Use sources to answer questions	Frame enquiries and gather evidence	Pursue questions independently
Evidence	Notice pictures and objects	Use artefacts and accounts	Compare evidence	Evaluate reliability and limitations
Cause and consequence	Recognise simple reasons	Explain why events happened	Connect causes and outcomes	Explain complex consequences
Interpretation	Retell different accounts	Notice contrasting views	Explain why accounts differ	Evaluate competing interpretations
Significance	Talk about important people	Explain why people matter	Justify significance	Judge legacies and impact

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Careers Pathways in History

From primary curriculum experiences to real UK education, training and professional routes

CAREERS ARE WOVEN THROUGH THE CURRICULUM - NOT ADDED AS A SEPARATE EVENT

PARK ROAD	SECONDARY	14–16	POST-16	CAREER ENTRY
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Historical enquiries • visits • artefacts • interviews	KS3 History • humanities • museums • research	GCSE History • English • relevant subjects	A Levels • vocational study • apprenticeships	Degrees • professional training • placements • employment
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Routes vary by role and provider. The pathway cards below show credible examples rather than a single compulsory route.

HISTORY TEACHER

Curriculum link: chronology, source evaluation and explanation

ROUTE Historical enquiry → GCSE / A Level History → degree and teacher training → QTS → History teacher.**ARCHAEOLOGIST**

Curriculum link: artefacts, ancient civilisations and enquiry

ROUTE Ancient history and evidence → humanities study → archaeology degree or related training → fieldwork.**ARCHIVIST**

Curriculum link: local history, records and documentary evidence

ROUTE Research and sources → History / humanities study → archives qualification or relevant training → collections work.**MUSEUM CURATOR**

Curriculum link: historical objects, significance and interpretation

ROUTE Museum visits and enquiries → relevant degree → collections experience and specialist development.**JOURNALIST**

Curriculum link: interviews, historical accounts and evidence

ROUTE Research and writing → English / History / Media → apprenticeship or degree / portfolio → journalism.**DOCUMENTARY MAKER**

Curriculum link: research, storytelling and different perspectives

ROUTE Historical narratives → film / media training or apprenticeship → production experience and portfolio.

LAWYER

Curriculum link: justice, historical law and evidence

ROUTE Evidence and debate → post-16 study → qualifying legal education and professional training.

POLICE OFFICER

Curriculum link: law, public service and community history

ROUTE Community enquiry → relevant qualifications → police entry route and professional training.

ARCHITECT

Curriculum link: historical buildings and urban change

ROUTE Great Fire and built environment → Art / Maths / Design → accredited architecture training.

ASTRONOMER

Curriculum link: historical astronomy and exploration

ROUTE Ancient science → Maths and Physics → astronomy / physics degree → research or technical work.

SOCIAL WORKER

Curriculum link: communities, inequality and social change

ROUTE History and society → approved social work degree or degree apprenticeship → registration.

INTELLIGENCE ANALYST

Curriculum link: source criticism, inference and evidence

ROUTE Historical evidence → analytical subjects → degree, apprenticeship or employer training → analysis role.

LOCAL HISTORY Altrincham and Greater Manchester connect learning to pupils' own places.	HISTORICAL ENQUIRY Pupils examine artefacts, accounts and interpretations to answer questions.	ENRICHMENT & HERITAGE Visitors, historical sites, themed days and museums deepen enquiry.
BRITISH VALUES Study democracy, justice, rights, responsibility and respectful debate.	SUSTAINABILITY Care for reusable resources and consider historical environmental decisions.	SUBJECT LEADERSHIP Review sequencing, assessment, pupil voice, source skills and equitable access.

CURRICULUM This overview • historical enquiries • progression • NC links	TEACHING Lesson visits • vocabulary • source analysis • explanation
ASSESSMENT Retrieval • timelines • enquiry outcomes • feedback	INCLUSION Scaffolds • SEND support • participation • pupil voice
HISTORICAL ENQUIRY Artefacts • source work • interpretations • conclusions	ENRICHMENT Heritage visits • visitors • local history • themed days
LOCAL CONNECTIONS Altrincham • Manchester • family history • community	CAREERS Curriculum-linked professions • pathways • real-world research
SUSTAINABILITY Reusable resources • responsible visits • partnerships	GOVERNANCE Subject monitoring • action planning • oversight

BY THE END OF YEAR 6

Pupils leave Park Road Academy with a secure chronological framework, knowledge of local, British and world history and the ability to ask questions, evaluate evidence, explain change and significance, recognise different interpretations and communicate reasoned conclusions.